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ABSTRACT

This curriculum guide outlines the K-12 guidance curriculum that is being implemented in the Ripon, Wisconsin, School District. The first three short sections of the guide introduce the developmental guidance model, describe the project that produced it, and recommend staffing changes needed to implement the model. The following 10 sections provide the curriculum goals for each level (K-12) in the following areas: orientation, academic fitness, choices and consequences, self-esteem, family, wellness, interpersonal relationships, citizenship, feelings (communication), and careers. For each area, goal statements are provided, and competencies and subcompetencies for grades K-12 are stated and coordinated with subject areas. Attachments to the curriculum guide outline a proposed personal development course and suggest activities for developmental guidance in subject areas of high school English, school health, and social studies. (KC)

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SCHOOL DISTRICT OF RIPON
RIPON, WISCONSIN

DEVELOPMENTAL GUIDANCE CURRICULUM

1988

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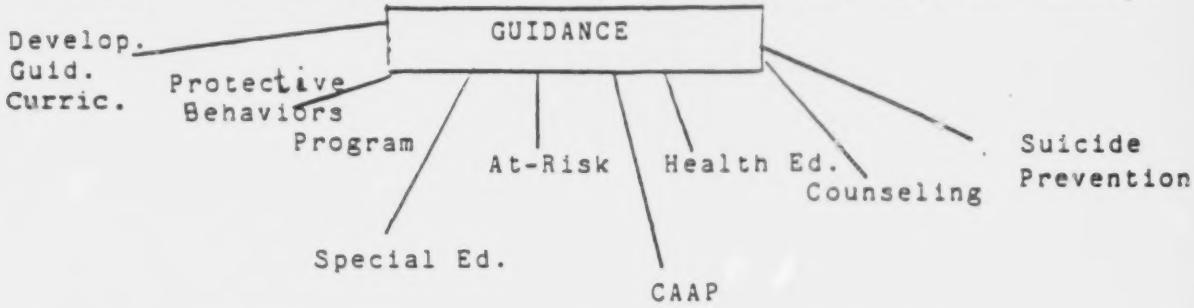
INTRODUCTION OF THE DEVELOPMENTAL GUIDANCE MODEL

June 14th, 15th and 16th

Present: Bill K., Bob P., Glenn B., Betsy B., and Jocelyn H.

1. Guidance - is an entire school system function; umbrella concept



   A. This concept will necessitate a change of district philosophy or at least what we perceive the current philosophy to be.

   B. Developmental guidance is basically curriculum related experiences for all students K - 12 and involves the entire K - 12 staff.

2. Recommendations

   A. Additional counseling personnel is necessary.

      1. Additional full time counselor K-5
      2. Two full time counselors at senior high (no academic classroom teaching)

   B. K - 12 coordinator of guidance is essestial to coordinate all guidance functions and programs. In the area of developmental guidance a coordinator is needed to:

      1. assure implementation of developmental guidance program

      2. assure there will not be a duplication of activities
      3. evaluate the new program as to appropriateness and effectiveness

3. Counselor Role in Developmental Guidance

   A. Counselors will assist with classroom developmental activities

   B. Each counselor will serve as a resource person for the classroom teachers at the designated level.

   C. Counselors will provide intervention services to classes, small groups and individuals as needed.

4. Topics and competencies for each level were decided. Used the WI Dev. Guid. Model (WDGM) as well as the Winneconne format.

Topics:

1. Orientation
2. Academic fitness
3. Choices and consequences
4. Self-esteem
5. Family
6. Wellness
7. Interpersonal Relationships
8. Citizenship
9. Feeling and (Communication)
10. Careers

5. Delivery systems were discussed

A. Elementary K - 3

1. incorporate activities in established curriculum for classroom teachers
2. continue classroom guidance at present level

B. Intermediate 4 - 5

1. incorporate activities in established curriculum for the classroom teachers
2. essential component to be added is classroom guidance by a certified counselor

C. Middle School

1. 6th grade health classes and 8th grade English classes
2. incorporated into new 8 period system

<u>6th Grade</u>
Career exploration
Wellness
Study Skills

<u>7th Grade</u>
Human Growth and development
Career development

<u>8th Grade</u>
Career exploration

3. Classroom teachers have been designated for above

D. Senior High

1. One semester required class every other day opposite physical education classes in the sophomore year (½ credit) to be taught by a voc. ed. staff member.
2. Incorporate developmental activities into established curriculum in the following areas:
   Health - Social Studies - English

6. The following teachers are recommended to meet on July 29, August 1 and August 2 with the guidance counselors to begin

work on the developmental guidance program for Ripon.

Karyl Zahorik
Joanne Gregor
John Wickstrom
Gib Stoeberl
Jim Berger

DEVELOPMENTAL GUIDANCE PROJECT

The Ripon guidance staff believes that the developmental guidance program will enable staff to reach all students on a more consistent basis and will emphasize preventative approaches. It is also evident that in our society today that students have the need to be knowledgeable decision-makers and developmental guidance will systematically help students deal with this need. The developmental program should increase the effectiveness of the overall guidance program by involving more use of classroom and small group approaches.

Goals for Implementation

A. That a systematic approach to guidance be developed K-12 which:

1. Addresses the developmental stages of students
2. Gives students skills for coping with problems
3. Helps ensure that school, parents, and community are working together to benefit students

B. The guidance program will emphasize developmental rather than a more traditional approach to guidance.

Developmental	Traditional
Preventive Plus Crisis Counseling	Crisis Counseling
Guidance Curriculum	Information Service
Career Planning & Development	Career Information Service
Program Management	Scheduling/Programming
Proactive	Reactive
Goal-Oriented	Clerical/Task-Oriented
Planned Daily Activities	Unplanned
Accountable	Unstructured
Evaluates and Changes	Maintains Status Quo

Strategies for Implementation

A. Counselors will develop learner outcomes for project and decide where outcomes will be infused into the curriculum. (Three days in June and three days in July of 1988)

B. Middle school staff involved with Grade 6, "Skills for Adolescence" program, Grade 7, "Human Development" program, and Grades 6, 7, and 8, career development program will be inserviced in the summer of 1988.

C. Middle School development program referred to in Point B will be implemented in the fall of 1988.

D. Any additional program development to Point B will be implemented in the fall of 1989.

E. K-5 staff and 9-12 staff will be inserviced during 1988-89 school year and/or during the summer of 1989.

F. Developmental guidance will be implemented in Grades K-5 and 9-12 in the fall of 1989-90.

G. Developmental guidance program will be evaluated in the spring of 1990 with the results analyzed and project revised during the summer of 1990.

STAFF CONSIDERATIONS

TO: Dr. Heckman

FROM: Bob Peterson

DATE: 2/23/89

The guidance staff is recommending the following changes in staff to improve the services to students and for the coordination of the program. We believe the changes are needed whether or not we have the Developmental Guidance Model in K - 12. These changes will help the DGM be more effective at each grade level.

I. For the year 1989-90

A. Add 1.0 FTE counselor to K-5

B. Realign duties and responsibilities of the district social worker

II. 1990-91

A. Institute proposed course (Personal Development) at high school level to be taught by a home economics instructor.

B. Senior high counselors be released from teaching classes so that there are 2.0 FTE counselors. We believe that full time counseling positions will add stability and improve coordination of the program.

III. 1991-92

A. A member of the counseling staff be given released time from counseling duties to act as a guidance chairperson.

1. ORIENTATION

Goal Statement: The student will develop a sense of belonging in a group setting and will gain an understanding of his/her role within the school setting.

K-5 Competencies	Grade Level Competencies		Subject Area
Understand the school environment and what is expected of students.	1.K.1.	A kindergarten student will demonstrate how they are familiar with their learning environment.	Language
	1.1.1.	A first grade student will demonstrate adjustment to a full day school routine and knowledge of their school environment.	Language
	1.2.1.	A second grade student will display appropriate behaviors in a school environment.	NOTE: It has not been decided in what subject areas some competencies will be placed.
	1.3.1.	A third grade student will demonstrate with independence appropriate readjustment to school routine.	
	1.4.1.	A fourth grade student will demonstrate adjustment to a new learning environment.	
	1.5.1.	A fifth grade student will demonstrate independence and positive leadership in interaction with their peers.	

2. ORIENTATION (continued)

6-8 Competencies	Grade Level Competencies	Subject Area
Learn to cope with transition in school, home, and community lives.	1.6.1. A sixth grade student will demonstrate adjustment to a new learning environment.	1. Wellness 2. Orientation
	1.7.1. A seventh grade student will explain the unique learning opportunities associated with being in the "middle of the middle".	1. Phy. Ed. 2. Math & Reading 3. Human Growth and Development
	1.8.1. An eighth grade student will demonstrate their changing role as learners and leaders in the school community.	1. Language Arts and Careers 2. Social Studies

9-12 Competencies	Grade Level Competencies	Subject Area
Understand the school environment and what is expected.	1.9.1. A freshman will become familiar with the building, school personnel and services, school policies/administrative authority, and extracurricular offerings.	See Attachment B & D
	1.10.1. A sophomore will exhibit independence in adjusting to the learning environment.	See Attachment A & B
	1.10.2. A sophomore will be familiar with special resources (career lab, reading lab, etc.).	See Attachment A
	1.11.1. A junior will demonstrate independence in utilizing the resources available.	See Attachment B & D
	1.12.1. A senior will demonstrate positive role models as learners and leaders in the school community.	See Attachment D

2. ACADEMIC FITNESS

Goal Statement: The student will develop and incorporate those skills that lead to an effective role as a learner.

K-5 Competencies	Grade Level Competencies		Subject Area
Understand strengths, abilities, and how to learn most effectively.	2.K.1.	A kindergarten student will demonstrate how to become better at learning through listening.	Music Phy. Ed. Language
	2.K.2.	A kindergarten student will ask an adult for help when s/he needs assistance.	
Understand relationships among ability, effort and quality of school achievement.	2.1.1.	A first grade student will show increasing competence at learning through listening.	Language
	2.1.2.	A first grade student will ask for help using appropriate resources.	
Understand how to assess learning needs and where and when to seek help.	2.2.1.	A second grade student will demonstrate increasing independence and internal motivation in work habits.	
	2.2.2.	A second grade student will utilize available resources to meet his/her learning needs.	
Develop internal academic motivation.	2.3.1.	A third grade student will identify effective study skills needed for learning.	
	2.4.1.	A fourth grade student will utilize basic study skills necessary for learning both within and outside of the school setting.	
	2.4.2.	A fourth grade student will demonstrate an understanding of his/her strengths, abilities, and how effort interacts to determine grades.	
	2.5.1.	A fifth grade student will illustrate his/her own creativity and an awareness of individual learning styles.	

2. ACADEMIC FITNESS (continued)

6-8 Competencies	Grade Level Competencies		Subject Area
Develop good study skills.	2.6.1.	A sixth grade student will develop a time management system.	1. Study Skills
Understand strengths and abilities and how to learn most effectively.	2.6.2.	A sixth grade student will learn techniques to improve their learning.	1. Study Skills
Understand the process of setting meaningful school achievement goals.	2.6.3.	A sixth grade student will develop study skills for academic success.	1. Study Skills
	2.6.4.	A sixth grade student will learn techniques to study and take tests.	1. Study Skills
Understand the process of setting meaningful school achievement goals.	2.7.1.	A seventh grade student will implement study skills necessary for independent learning such as being organized, completing tasks on time and preparing for tests.	1. Content Areas
	2.8.1.	An eighth grade student will improve study habits through repeated demonstrations of basic study techniques.	1. Content Areas
	2.8.2.	An eighth grade student will apply understanding of their strengths and weaknesses in selecting high school courses.	1. Careers 2. Langunge Arts

2. ACADEMIC FITNESS (continued)

9-12 Competencies	Grade Level Competencies	Subject Area
Understand one's own learning abilities and how best to apply them.	2.9.1. A freshman will demonstrate independent study skills and time management skills.	See Attachment B & D
	2.10.1. A sophomore will develop effective systems for adapting to various teaching styles.	See Attachment A & B
	2.11.1. A junior will assume responsibility for preparation for graduation and post high school goals.	See Attachment B & D
	2.12.1. A senior will realize learning is a lifelong process.	See Attachment B & D

3. CHOICES AND CONSEQUENCES

Goal Statement: The student will develop and incorporate the ability to use a personal value system to generate decision-making alternatives (choices), gather necessary information, and assess the risks and consequences of alternatives.

K-5 Competencies	Grade Level Competencies		Subject Area
Understand the consequences of actions for self and others.	3.K.1.	A kindergarten student will tell about choices (s)he makes.	Language Classroom guidance
	3.K.2.	A kindergarten student will tell about personal safety rules recommended for safe living.	Health #4, 5
	3.1.1.	A first grade student will identify and tell about personal safety choices and various consequences.	Health #4, 5
	3.1.2.	A first grade student will tell why some choices are made for him/her.	
	3.2.1.	A second grade student will tell which choices (s)he is able to make and can demonstrate an understanding that those choices lead to specific consequences.	Classroom guidance Health #4
	3.2.2.	A second grade student will tell why (s)he must assume some of the responsibility for his/her own personal safety.	Health #5
	3.3.1.	A third grade student will tell what factors are involved in making a decision.	
	3.3.2.	A third grade student will describe environmental hazards and demonstrate safety procedures.	Health #7

3. CHOICES AND CONSEQUENCES (continued)

K-5 Competencies	Grade Level Competencies (continued)		Subject Area
Understand the consequences of actions for self and others.	3.4.1.	A fourth grade student will describe the consequences of various actions.	
	3.4.2.	A fourth grade student will tell why (s)he might want to change a decision and if that change is possible.	
	3.5.1.	A fifth grade student will list the steps involved in making a decision.	
	3.5.2.	A fifth grade student will explain some of the risks involved in choosing one alternative over another.	Soc. Studies #13, 14

6-8 Competencies	Grade Level Competencies		Subject Area
Understand decision-making skills. Learn to deal with the consequences that result from decision-making.	3.6.1.	A sixth grade student will tell how attitudes and values influence personal choices.	1. Wellness 2. Careers
	3.6.2.	A sixth grade student will list ways in which decisions made by others have influenced him/her.	1. Wellness 2. Careers
	3.6.3.	A sixth grade student will describe possible consequences of his/her behavior and respond in an appropriate manner.	1. Wellness 2. Careers

3. CHOICES AND CONSEQUENCES (continued)

6-8 Competencies	Grade Level Competencies (cont.)		Subject Area
Understand decision-making skills.	3.7.1.	A seventh grade student will list some of the values others possess.	1. Careers
Learn to deal with consequences that result from decision-making.	3.7.2.	A seventh grade student will give an example of how something (s)he has decided in the past has influenced a present situation.	1. Careers
	3.7.3.	A seventh grade student will identify both the positive and negative consequences of a decision.	1. Careers 2. Human Growth and Development
	3.8.1.	An eighth grade student will describe how personal values influence lifestyle.	1. Careers
	3.8.2.	An eighth grade student will analyze how decision-making processes learned from others influence current decisions.	1. Careers
	3.8.3.	An eighth grade student will explain how gaining information will increase alternatives.	1. Careers

9-12 Competencies	Grade Level Competencies		Subject Area
Learn to set realistic goals and develop strategies to reach them.	3.9.1.	A freshman will utilize decision-making skills to develop an appropriate educational plan.	See Attachment B, C & D
Understand the school curriculum and the impact course selection will have on future plans.	3.10.1.	A sophomore will establish a personal decision-making style and apply it to personal experiences.	See Attachment A & B
Take responsibility for personal decisions.	3.11.1.	A junior will realize the impact of his/her decisions on their future.	See Attachment B & D
Understand and develop decision-making skills.	3.12.1.	A senior will assume the ultimate responsibility for his/her decisions.	See Attachment B & D

4. SELF-ESTEEM

Goal Statement: The student will develop a healthy self-concept including self-confidence, self-discipline and social-emotional maturity.

K-5 Competencies	Grade Level Competencies		Subject Area
Understand the importance of the physical, emotional, intellectual, and social factors on one's behavior. Develop a positive self-concept.	1.K.1.	A kindergarten student will tell something special about him/herself.	Social Studies #3, 1, 6 Classroom guidance
	1.1.1.	A first grade student will describe ways (s)he is unique and worthwhile.	
	1.2.1.	A second grade student will describe positive qualities in him/herself and others.	Social Studies #1
	1.3.1.	A third grade student will identify factors that enhance or detract from a positive self-image.	Classroom guidance
	1.3.2.	A third grade student will describe how physical, emotional, intellectual, and social factors affect his/her competitive and cooperative behavior.	Classroom guidance
	1.4.1.	A fourth grade student will describe how people are different, and have various skills and abilities.	Health #2 *Language ("Me" Unit) and #6
	1.5.1.	A fifth grade student will analyze how one's own self-image is influenced by his/her strengths, weaknesses, and accomplishments.	
	1.5.2.	A fifth grade student will identify the variety of factors that influence his/her behavior.	

4. SELF-ESTEEM (continued)

6-8 Competencies	Grade Level Competencies	Subject Area
Understand physical, emotional, and intellectual growth and development.	4.6.1. A sixth grade student will tell how personal characteristics and abilities change and how they can be enhanced.	1. Wellness 2. Careers
Develop social consciousness, independence, and responsibility as it relates to others.	4.7.1. A seventh grade student will compare the characteristics and abilities of others with his/her own and accept the differences.	1. Careers
	4.8.1. An eighth grade student will utilize a self-assessment process to list skills s(he) already possesses and identify those skills which need development in the future.	1. Careers

9-12 Competencies	Grade Level Competencies	Subject Area
Understand physical, emotional, and intellectual growth and development.	4.9.1. A freshman will demonstrate a healthy acceptance of self as well as others.	See Attachment B, C & D
Understand and appreciate one's own capabilities and those of others.	4.10.1. A sophomore will appreciate his/her individual self-esteem and uniqueness.	See Attachment A & B
	4.11.1. A junior will develop realistic self-appraisal skills.	See Attachment B & D
	4.12.1. A senior will function in a confident assertive manner in life.	See Attachment B & D

5. FAMILY

Goal Statement: The student will develop attitudes and understand principles necessary for a satisfying family life.

K-5 Competencies	Grade Level Competencies		Subject Area
Understand the importance and changing nature of family membership.	5.K.1.	A kindergarten student will tell how family members share and cooperate within the family system.	Health #9 Classroom guidance Soc. Studies #6
	5.K.2.	A kindergarten student will describe different family units.	Classroom guidance
	5.1.1.	A first grade student will describe their roles and responsibilities within the family system.	Soc. Studies. #1, 2
	5.1.2.	A first grade student will describe ways in which families change.	Classroom guidance
	5.2.1.	A second grade student will tell why family relationships are important and how family members depend on each other to fulfill their needs.	
	5.2.2.	A second grade student will recognize that family changes can influence his/her social, emotional, and intellectual development.	Classroom guidance
	5.3.1.	A third grade student will describe ways in which they enjoy being with their family.	
	5.3.2.	A third grade student will describe positive and negative ways of reacting to family change.	Classroom guidance
	5.1.1.	A fourth grade student will describe ways to effectively communicate with family members.	

5. FAMILY (continued)

K-5 Competencies (continued)	Grade Level Competencies	Subject Area
Understand the importance and changing nature of family membership.	5.4.2. A fourth grade student will describe positive attitudes and strategies to cope with family changes.	
	5.5.1. A fifth grade student will describe ways to effectively deal with changes in the family system.	

6-8 Competencies	Grade Level Competencies	Subject Area
Learn to communicate with family members.	5.6.1. A sixth grade student will list typical sources of conflict between young adolescents and their families and demonstrate a process for resolving conflict.	1. Wellness
	5.7.1. A seventh grade student will describe the needs of various types of family systems and ways (s)he can help meet the needs of his/her family.	1. Social Studies
	5.7.2. A seventh grade student will describe a typical family system including roles, birth order traits, sibling rivalry, and factors that contribute to functional and dysfunctional family life.	1. Human Growth and Development
	5.8.1. An eighth grade student will explain the influence of family members on his/her choices/decisions.	1. Careers

5. FAMILY (continued)

9-12 Competencies	Grade Level Competencies	Subject Area
Learn to become more independent within the family structure.	5.9.1. A freshman will demonstrate positive ways to contribute to family membership.	See Attachment B, C & D
	5.10.1. A sophomore will describe the importance of family relationships and exhibit an appreciation for various family members.	See Attachment A & B
	5.10.2. A sophomore will demonstrate behaviors that enhance positive family membership.	See Attachment A
	5.11.1. A junior will understand the role of the family in society.	See Attachment B & D
	5.12.1. A senior will establish and assume responsibility for a family life style.	See Attachment B & D

6. WELLNESS

Goal Statement: The student will develop and incorporate personal skills that will lead to physical, emotional, and mental fitness for a healthy lifestyle.

K-5 Competencies	Grade Level Competencies		Subject Area
Be aware of own emotional, physical, and intellectual development.	6.K.1.	A kindergarten student will describe some ways in which (s)he takes care of him/herself.	Health #8
Understand the concept of ongoing change in school, home and community lives.	6.1.1.	A first grade student will tell how exercise and nutrition make a difference in how (s)he thinks and acts.	Health #6
	6.2.1.	A second grade student will tell how and why (s)he keeps his/her body healthy.	Healthy #6, 7 (food)
	6.2.2.	A second grade student will recognize that all things change and develop.	Soc. Studies #2
	6.3.1.	A third grade student will demonstrate the ability to make positive health decisions.	Health #8, 10
	6.3.2.	A third grade student will describe how individuals and the environment change.	Classroom guidance Science 3, 9
	6.4.1.	A fourth grade student will analyze how (s)he can utilize work, rest, exercise, play and nutrition to promote his/her well-being.	Health #9, 11, 12, 13 (nutrition)
	6.5.1.	A fifth grade student will recognize the effects personal health practices have on his/her social, mental, emotional, and physical well being.	Health #5, #1, #11

6. WELLNESS (continued)

6-8 Competencies	Grade Level Competencies		Subject Aren
Learn to cope with life's pressures, challenges, defeats, and successes.	6.6.1.	A sixth grade student will better appreciate the adolescent years.	1. Wellness
	6.6.2.	A sixth grade student will learn effective communication skills.	1. Wellness
	6.6.3.	A sixth grade student will gain an understanding of the interpersonal relationships within their peer group.	1. Wellness
	6.7.1.	A seventh grade student will describe the steps involved in the loss adjustment process and apply it to a particular situation involving loss, disappointment or failure.	Human Growth and Development
	6.8.1.	An eighth grade student will distinguish between helpful and harmful coping strategies.	1. Careers 2. Leisure Sports

6. WELLNESS (continued)

9-12 Competencies	Grade Level Competencies	Subject Area
Develop strategies to incorporate into a healthy lifestyle.	6.9.1. A freshman will know that total health includes all of a person's physical, emotional, intellectual, and social growth development and well-being.	See Attachment B, C & D
	6.10.1. A sophomore will apply the steps utilized in any loss/rejection adjustment.	See Attachment A & B
	6.10.2. A sophomore will practice behaviors which promote and maintain intellectual, physical emotional, and social well-being.	See Attachment A
	6.11.1. & 6.12.1. A junior/senior will demonstrate relaxation skills and incorporate them into his/her daily living.	See Attachment B & D
	6.11.2. & 6.12.2. A junior/senior will appreciate and use skills of lifelong recreational activities.	
	6.11.3. & 6.12.3. A junior/senior will practice a healthy lifestyle and will encourage others to adopt a healthy lifestyle.	

7. INTERPERSONAL RELATIONSHIPS

Goal Statement: The student will develop effective relationships with others, involving trust, respect, sharing and cooperation.

K-5 Competencies	Grade Level Competencies		Subject Area
Exhibit conflict-resolution skills with adults and peers. Learn how to cooperate and coexist with others in work and play.	7.K.1.	A kindergarten student will demonstrate how to work and play with others through sharing and cooperation.	Soc. Studies #1, 7 Health #2
	7.1.1.	A first grade student will tell about some qualities of friendship.	Classroom guidance Health #2
	7.1.2.	A first grade student will describe ways to solve problems between individuals and in groups.	Classroom guidance
	7.2.1.	A second grade student will tell how to make and keep a friend.	Health #2
	7.2.2.	A second grade student will recognize the role of peer pressure in peer interactions.	Classroom guidance
	7.3.1.	A third grade student will tell how his/her actions can have an effect on the feelings of others.	Health #3
	7.3.2.	A third grade student will describe strategies for resolving conflicts with others.	
	7.4.1.	A fourth grade student will tell how effective interpersonal communication skills promote better relationships with peers and adults.	
	7.4.2.	A fourth grade student will tell how s/he resolves conflicts with others.	
	7.5.1.	A fifth grade student will explain the difference between peer pressure and peer support.	

7. INTERPERSONAL RELATIONSHIPS (continued)

K-5 Competencies	Grade Level Competencies (cont.)	Subject Area
Exhibit conflict-resolution skills with adults and peers. Learn how to cooperate and coexist with others in work and play.	7.5.2. A fifth grade student will utilize positive strategies for resolving interpersonal conflict.	

6-8 Competencies	Grade Level Competencies	Subject Aren
Develop an increased understanding of peer interrelationships.	7.6.1. A sixth grade student will discuss specific traits and behaviors that help him/her make and keep friends.	1. Wellness
Understand and use effective communication skills.	7.7.1. A seventh grade student will explain how sensitivity, empathy, and awareness regarding the needs and feelings of others, will contribute to more positive relationships.	1. Human Growth and Development
Learn human conflict management with adults and peers.		
	7.8.1. An eighth grade student will list characteristics of good interpersonal relationships and apply them to working with their peers.	1. Careers

7. INTERPERSONAL RELATIONSHIPS (continued)

9-12 Competencies	Grade Level Competencies		Subject Area
Learn human-conflict resolution skills with adults and peers.	7.9.1.	A freshman will accept and communicate with others outside his/her immediate group.	See Attachment B & D
Understand personal relationships and how to establish an independent identity.	7.10.1. & 7.11.1.	A sophomore/junior/senior will demonstrate sensitivity, empathy, and awareness regarding the needs and feelings of others.	See Attachment A & B See Attachment B & D
Develop the interpersonal skills necessary for harmony in the workplace.	7.12.1.		See Attachment D
	7.12.2.	A senior will promote a friendly, accepting atmosphere.	
	7.12.3.	A senior will exhibit personal skills necessary for harmony in the workplace.	See Attachment B

8. CITIZENSHIP

Goal Statement: The student will gain an understanding of one's rights and responsibilities as it pertains to citizenship in a social environment.

K-5 Competencies	Grade Level Competencies		Subject Area
Exhibit positive attitudes toward school, family, self and community.	8.K.1.	A kindergarten student will tell how honesty and respect for the rights/ property of others helps create a desirable social environment.	
Understand and respect differences among people's cultures, life-styles, attitudes, and abilities.	8.K.2.	A kindergarten student will describe similarities and differences between self and others.	Soc. Studies #3 Classroom guidance
	8.1.1.	A first grade student will utilize appropriate manners both at home and at school.	
	8.1.2.	A first grade student will understand that a culture will influence thinking and behavior.	Soc. Studies #4
	8.2.1.	A second grade student will tell how people need self-control and rules to live together.	Soc. Studies #6, 7
	8.2.2.	A second grade student will accept the differences that exist among people and cultures.	Soc. Studies #1
	8.3.1.	A third grade student will demonstrate respect toward community, school, family and self.	Soc. Studies #6
	8.3.2.	A third grade student will appreciate traditions and customs found in various cultures.	Soc. Studies #3
	8.4.1.	A fourth grade student will explain how being responsible can improve the quality of one's life.	To be done by a counselor.

8. CITIZENSHIP (continued)

K-5 Competencies	Grade Level Competencies	Subject Area
Exhibit positive attitudes toward school, family, self and community. Understand and respect differences among people's cultures, life-styles, attitudes, and abilities.	8.5.1. A fifth grade student will understand and respect individual differences.	Community Awareness Project coordinated by social worker.

6-8 Competencies	Grade Level Competencies	Subject Area
Exhibit positive attitudes toward school, family, self and community.	8.6.1. A sixth grade student will list ways (s)he has control over one's self and lifestyle.	1. Wellness 2. Careers
Learn that sex-role stereotyping, bias, and discrimination limit choices, opportunity, and achievement.	8.6.2. A sixth grade student will tell about personal responsibilities and the effect they have on others.	1. Study Skills 2. Wellness
	8.6.3. A sixth grade student will tell how society provides for the needs of its members through government.	1. Social Studies
	8.7.1. A seventh grade student will provide examples of ways his/her behaviors affect others' behaviors toward him/her.	1. Human Growth and Development
	8.8.1. An eighth grade student will explain how being responsible can help in the management of one's life.	1. Careers
	8.8.2. An eighth grade student will list several rights and responsibilities of local, state, national and world citizenship.	1. Social Studies
	8.8.3. An eighth grade student will be able to explain how discrimination and bias can interfere with people's rights and choices.	1. Social Studies 2. Careers

8. CITIZENSHIP (continued)

9-12 Competencies	Grade Level Competencies	Subject Area
Exhibit positive attitudes toward self, school, family, community and society.	8.9.1. A freshman will exhibit personal responsibility toward self, school, family, community, and society.	See Attachment B, C & D
Demonstrate pro-active behaviors in helping within school, community and society.	8.9.2. A freshman will tell how certain behaviors such as lying, stealing, and cheating are harmful to his/her self and others.	See Attachment B
	8.10.1. A sophomore will demonstrate honesty to self and others.	See Attachment A & B
	8.11.1. A junior will imagine him/herself in different environments, recognize feelings about the environment and anticipate ways of establishing a sense of control in the environment (empowerment).	See Attachment B & D
	8.12.1. A senior will describe how the social, economic and political needs of citizens interact to create an order of law in different environments.	See Attachment B & D

9. FEELINGS (COMMUNICATION)

Goal Statement: The student will develop emotional awareness, identify feelings and communicate appropriately through self-expression.

K-5 Competencies	Grade Level Competencies		Subject Area
Exhibit conflict-resolution skills with adults and peers.	9.K.1.	A kindergarten student will describe the four basic feelings (happiness, anger, fear and sadness).	Health #1 Soc. Studies #1
Learn to communicate with peers and adults in various home, school and community settings.	9.K.2.	A kindergarten student will name adults they can talk to when a problem occurs.	
Recognize that feelings are natural, shared by others and expressed in a variety of ways.	9.K.3.	A kindergarten student will become comfortable in an environment that includes peers and adults.	
	9.1.1.	A first grade student will tell that everyone has a variety of feelings and those feelings affect behavior.	Health #1, 3
	9.1.2.	A first grade student will identify that good communication skills involve both listening and talking.	
	9.2.1.	A second grade student will tell about some positive and negative ways to express feelings.	Health #1 Classroom guidance
	9.2.2.	A second grade student will independently initiate and engage in conversations with adults and peers.	
	9.3.1.	A third grade student will demonstrate appropriate ways of coping with upset feelings.	Health #2
	9.3.2.	A third grade student will recognize that communication can be both verbal and nonverbal.	

9. FEELINGS (COMMUNICATION) (continued)

K-5 Competencies	Grade Level Competencies (cont.)	Subject Area
Exhibit conflict-resolution skills with adults and peers.	9.4.1. A fourth grade student will define and identify positive ways of dealing with stress.	
Learn to communicate with peers and adults in various home, school and community settings.	9.4.2. A fourth grade student will communicate his/her feelings while understanding the feelings of others.	
Recognize that feelings are natural, shared by others and expressed in variety of ways.	9.5.1. A fifth grade student will identify ways in which feelings are communicated verbally and non-verbally.	
	9.5.2. A fifth grade student will recognize his/her role in maintaining appropriate communications at home.	

9. FEELINGS (COMMUNICATION) (continued)

6-8 Competencies	Grade Level Competencies	Subject Area
Understand and develop ways in which feelings can be expressed in appropriate ways.	9.6.1. A sixth grade student will demonstrate how verbal and non-verbal communication affects the feelings of others.	1. Wellness 2. Careers
Develop a network of persons with whom their feelings can be shared.	9.7.1. A seventh grade student will explain how caring, sharing and active listening can help solve problems.	1. Human Growth and Development
	9.8.1. An eighth grade student will list a network of persons and agencies, with whom they can go with their feelings and problems.	1. Language Arts

9-12 Competencies	Grade Level Competencies	Subject Area
Demonstrate appropriate ways to share feelings.	9.9.1. A freshman will demonstrate active listening skills.	See Attachment B, C & D
Identify and assist others with their feelings.	9.9.2. A freshman will demonstrate care and concern by making appropriate referrals.	See Attachment C
	9.10.1. & 9.11.1. & 9.12.1. A sophomore/junior/senior will continue to promote active listening skills and a helping atmosphere.	See Attachment A & B See Attachment B & D See Attachment B & D

10. CAREERS

Goal Statement: The student will develop positive attitudes that promote continuous career growth.

K-5 Competencies	Grade Level Competencies	Subject Area
Acquire knowledge about different occupations and changing male/female roles.	10.K.1. A kindergarten student will tell about some of his/her own interests.	
Become aware of personal interests and preferences.	10.K.2. A kindergarten student will tell about the different kinds of jobs within a family structure.	
	10.K.3. A kindergarten student will understand that men and women can have the same occupation.	
Understand what it means to work and how school work relates to future plans.	10.1.1. A first grade student will tell why peoples' work is important.	
	10.1.2. A first grade student will develop an appreciation of the different tasks that keep a family functioning.	
Become aware of opportunities beyond their immediate environment.	10.1.3. A first grade student will tell about different jobs people do outside the family.	
	10.2.1. A second grade student will tell how family and school influence his/her interests.	
	10.2.2. A second grade student will broaden his/her awareness of a variety of jobs.	
	10.2.3. A second grade student will broaden his/her awareness of the changing roles of men and women.	

K-5 Competencies	Grade Level Competencies		Subject Area
Acquire knowledge about different occupations and changing male/female roles.	10.3.1.	A third grade student will distinguish between an interest and ability and how these may change over time.	
Become aware of personal interests and preferences.	10.3.2.	A third grade student will understand how his/her school work relates to future plans.	
Understand what it means to work and how school work relates to future plans.	10.3.3.	A third grade student will be able to identify traditional male and female tasks and how stereotypes can limit choices.	
Become aware of opportunities beyond their immediate environment.	10.4.1.	A fourth grade student will describe various occupational categories.	
	10.4.2.	A fourth grade student will understand the importance of feeling needed and useful and how a particular job can satisfy those needs.	
	10.4.3.	A fourth grade student will understand that the completion of a task requires organization of time and materials.	
	10.5.1.	A fifth grade student will understand his/her own interests, abilities, and work values.	Soc. Studies #1
	10.5.2.	A fifth grade student will independently utilize organizational skills to complete tasks.	

10. CAREERS (continued)

6-8 Competencies	Grade Level Competencies		Subject Area
Develop a sense of future changes. Become informed about alternative educational and vocational choices and preparation for them. Relate personal interests to broad occupational areas.	10.6.1.	A sixth grade student will understand the importance of self-esteem in being successful.	1. Careers
	10.6.2.	A sixth grade student will develop an awareness of skills to be used in working relationships with others.	1. Careers
	10.6.3.	A sixth grade student will understand the importance of work values and ethics.	1. Careers
	10.6.4.	A sixth grade student will learn the decision-making process and apply it to making decisions about further educational and career plans.	1. Careers
	10.7.1.	A seventh grade student will be able to explain the importance of having a career.	1. Careers
	10.7.2.	A seventh grade student will understand that job success depends on training and economic factors.	1. Careers
	10.7.3.	A seventh grade student will become aware of the importance of personal money management.	1. Careers

10. CAREERS (continued)

6-8 Competencies	Grade Level Competencies (continued)		Subject Area
Develop a sense of future changes. Become informed about alternative educational and vocational choices and preparation for them. Relate personal interests to broad occupational areas.	10.8.1.	An eighth grade student will understand the importance of the relationship of education to future work.	1. Careers
	10.8.2.	An eighth grade student will understand how careers influence lifestyles and leisure time.	1. Careers
	10.8.3.	An eighth grade student will use resources to help plan future educational and career plans.	1. Careers
	10.8.1.	An eighth grade student will use skills needed to become a successful employee.	1. Careers
	10.6.5. 10.7.1. 10.8.5.	Sixth, seventh, and eighth grade students will explore job opportunities within various career clusters.	1. Careers

9-12 Competencies	Grade Level Competencies		Subject Area
Become informed about self through assessment techniques.	10.9.1.	A freshman will become aware of the various assessment techniques.	See Attachment B & D
Understand the world of work and its expectations for employment.	10.10.1.	A sophomore will be able to recognize and understand their abilities and interests toward assessment.	See Attachment A
Become informed about educational/ work alternatives. Understand continuous changes of male/female roles and how this relates to career choice.	10.10.2.	A sophomore will understand the relationship between work and lifestyle (income, status, leisure time, volunteer work and avocations).	See Attachment A

10. CAREERS (continued)

9-12 Competencies (continued)	Grade Level Competencies (continued)	Subject Area
Become informed about up-to-date employment opportunities during and after high school.	10.11.1. A junior will tell about the importance of setting long-range career goals.	See Attachment D
Form tentative career goals and strategies to reach them.	10.12.1. A senior will be aware of the future trends in the world of work.	See Attachment B & D
Understand lifestyle preferences and relate them to occupational interests.	10.12.2. A senior will understand the concepts such as traditionalism, sex roles and stereotyping, and dual-life roles.	See Attachment B
	10.12.3. A senior will be able to demonstrate employability skills.	See Attachment B

Attachment A

Proposed Course -- Ripon Senior High

Personal Development -- Required Course

1/4 credit, 10th grade, alternating with P.E. opposite semester of Driver Education

Taught by Home Economics Instructor

Topics Not Taught in Existing Curriculum		
1.10.1, 1.10.2	Orientation	Special Resources, WCIS Career Laboratory Independence in learning environment
2.10.1	Academic Fitness	Adapting to various teaching styles Incorporating your learning style
3.10.1	Decision Making	Practical application to daily experiences
4.10.1	Self-Esteem	Appreciation of an individual's self-esteem
5.10.1,2	Family	Appreciation for the family unit Positive attitude toward family membership
6.10.1,2	Wellness	Handling loss and rejection Promoting well being
7.10.1	Interpersonal Relations	Empathy, friendship
8.10.1	Citizenship	Honesty to self and others
9.10.1	Feelings	Reinforcing helping atmosphere habits
10.10.1,2	Careers	Assessment interest, (COPS or CDM), aptitudes (CAPS) Work and lifestyles
	Post-secondary Planning	Jobservice/apprenticeship Employer expectations Military opportunities Moraine Park Technical College College Your record and your future
	Scheduling	Department presentations

Attachment B

DEVELOPMENTAL GUIDANCE

English

	Subject	Activities and Units
1.9.1.	English 9	Library, Preview Drama and Theater Introduction to Computer Usage Introduction to Study Lab Forensics Unit G/T Screening
1.10.1.	English 10	Computer usage Use of A/V equipment
1.11.1.	English 11	Independent use of word processing equipment
2.9.1.	English 9	Reading and writing assignments I.Q. testing G/T screening and nomination
2.10.1.	English 10	Group process A/V materials Team teaching
2.11.1.	English 11	Writing assignments - prepare for colleg Achievement tests
2.12.1.	English 12	Career usage Promote recreational reading
	Mythology/Classics	Affects on leisure time
3.9.1.	English 9	Type of assignments
3.10.1.	English 10	Type of assignments; nature of the cour
3.11.1	English 11	Type of assignments; research skills; writing competency
3.12.1.	English 12	Type of assignments Course selection

	Subject	Activities and Units
4.9.1.	English 9	Discussion of literature involve interpersonal relationships Creative writing assignments
4.10.1.	English 10	Discussion of literature involve interpersonal relationships Speech assignments
4.11.1.	English 11	Discussion of literature involve interpersonal relationships Creative writing assignments
4.12.1.	English 12	Incorporation of self to work world
	British Literature and Mythology	Discussion of literature involve personal relationships; creative writing; study of personality within literature
5.9.1.	English 9	Reading assignments and discussions
5.10.1.	English 10	Reading assignments and discussion
5.11.1.	English 11	Reading assignments and discussion
5.12.1.	English 12	Reading assignments and discussion
6.9.1.	English 9	Cultural influences; importance of reading for relaxation
6.10.1.	English 10	Cultural influences; importance of reading for relaxation
6.11.1.	English 11	Cultural influences; importance of reading for relaxation
6.12.1.	English 12	Cultural influences; importance of reading for relaxation
	Mythology and British Literature	Cultural influences; importance of reading for relaxation
7.9.1.	English 9	2 speech units
7.10.1.	English 10	Critique peer speeches
7.11.1.	English 11	Critique peer writings
7.12.3.	English 12	All assignments

	Subject	Activities and Units
8.9.1.	English 9	Discussion of reading selections
8.9.2.	English 9	Discussion of reading selections
8.10.1.	English 10	Critique peer speeches
8.11.1.	English 11	Discussion of literature
8.12.1.	British Literature Mythology English 12	Discussion of reading assignments Assignments
9.9.1.	English 9	Discussions
9.10.1.	English 10	Discussions
9.11.1.	English 11	Discussions
9.12.1.	English 12 British Literature Mythology	Discussions
10.9.1.	English 9	I.Q. Testing G/T Screening
10.12.1. 10.12.2. 10.12.3.	English 12 English 12 English 12	Assignments Assignments

DEVELOPMENTAL GUIDANCE
Health

	Subject	Units
3.9.1.	Health 9	Active Body
4.9.1.	Health 9	Understanding Yourself
5.9.1.	Health 9	Family Life Education
6.9.1.	Health 9	Active Body, Wellness Inventory
8.9.1.	Health 9	Understanding Yourself
9.9.1.	Health 9	Suicide Prevention
9.9.2.	Health 9	Suicide Prevention

Attachment D

DEVELOPMENTAL GUIDANCE
Social Studies

	Subject	Activities
1.9.1.	Civics	Structure of school district (cover roles of personnel in reference to Ripon)
1.11.1	U.S. History	Research projects and book reports
1.12.1.	Senior Social Studies (S.S.S.)	Active citizenship within your group (P. 76 Apple)
2.9.1.	Civics	Note taking; multi-text approach; assignments
2.11.1.	U.S. History	Required course; draw analogies
2.12.1.	S.S.S. (Futuristics)	Unit on Education In the Future
3.9.1.	Civics	Terra simulation; discussion of the effects of law on their school requirements
3.11.1.	U.S. History	The use of cause-effect relationship in history and its application to their lives
3.12.1.	S.S.S.	Units on crime in sociology, job opportunities an lifestyle in futuristics, lack of participation in active politics
4.9.1.	Civics	Unit on individual rights -- stress the importance of the individual in our society
4.11.1.	U.S. History	Using analogies -- evaluate their development with similar stituations in history
4.12.1.	S.S.S. (Futuristics)	Cover the concept that the future holds more diversification -- thus, more reliance on individual confidence

	Subject	Activities
5.9.1.	Civics	Unit on the student/citizen rights and responsibilities in the family setting
5.11.1.	U.S. History	Cover social history, noting the family role during different periods and compare to their own life
5.12.1.	S.S.S. (Futuristics)	Unit on the family of the future, noting changes (sociology) factors contributing to social change -- poverty, crime, etc.
6.9.1.	Civics	Cover indirectly with discussion of the rights/responsibilities of the student/citizen
6.11.1.	U.S. History	In social history -- compare recreational activities and their impact on different lifestyle
6.12.1.	S.S.S. (Futuristics)	Unit on changing lifestyle and the importance of longevity
7.9.1.	Civics	Indirectly in discussion about the importance of being sensitive to others' rights and needs
7.11.1.	U.S. History	Observe the effects of social indifference in history
7.12.1.	S.S.S.	Indirectly in discussion, compare school experience to their future
8.9.1.	Civics	Several units on these specific topics
8.11.1.	U.S. History	Compare different eras to the present, so as to prepare the students for the future
8.12.1.	S.S.S.	Specific units in active politics and sociology

	Subject	Activities
.9.1.	Civics	Participation in the lecture/discussion approach to civics
9.11.1.	U.S. History	Role play different situations to explore feelings about the topic
9.12.1.	S.S.S.	As in Civics
10.9.1.	Civics	Only through the grading procedure in class
10.11.1.	U.S. History	Standardize testing and see the need of planning as shown in history. Become aware of change.
10.12.1.	S.S.S. (Futuristics)	Changing roles and lifestyle. Also, a unit on careers in the future.